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ABSTRACT

University programs to train teachers of bilingual education (BE) and English as a second language (ESL) are expanding and maturing, but much remains to be explored and accomplished. Hundreds of thousands of BE and ESL teachers currently need training to accommodate program staffing needs. Over half the states have developed BE and/or ESL teacher certification requirements, but the requirements vary. A variety of teacher competency guidelines for curriculum design and teacher certification have been produced. Most do not require specialized courses but the need for them is increasingly evident, at the same time that there is pressure to shorten the process leading to certification. In most cases, separate programs are designed for BE and ESL teachers, but there is often substantial coursework overlap and an integrated approach is recommended. It is also necessary to bring elements of BE/ESL training into the mainstream teacher education curriculum. Assessment issues, which have not yet been addressed generally by the states, include program entrance requirements for English proficiency and measurement of proficiency in the two languages appropriate for classroom language use. Despite the relative inexperience of university faculty in BE/ESL teacher training, there are many professionals in higher education who are interested in institutionalizing BE/ESL training and strengthening the link between research and the classroom. (MSE)

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University Models for ESL and Bilingual Teacher Training

Virginia P. Collier

Many areas of stimulating research on the education of minority language students are bringing new awareness and maturity to the field. We heard today of exciting new theories and research findings in first and second language acquisition; of language and culture, and cognition and the content areas; and of a deeper understanding of the complexity of assessment issues. Institutions of higher education (IHEs) play a key role in the stimulation of this research through support of faculty and doctoral students, through dissemination of research findings, and ideally through an application of theory to practice in which research faculty work with teacher trainees and local schools to arrange cooperative ventures with universities.

This key role of IHEs points to the first obvious implication of the findings presented in other papers at this conference. Since most of this research emerged out of a university context with university (or perhaps federal government or private foundation) support, these findings should hopefully find their way back to teacher preparation programs where students and faculty can study, analyze, and apply the knowledge appropriately in classrooms. Do these research findings in our field get disseminated for use at the classroom level? What is happening in university bilingual and English as a second language (ESL) teacher training to help stimulate this growth?

To begin to address this question, I conducted an extensive literature review of sources on teacher training in ESL and bilingual education (BE). Just since 1980 over 250 articles and chapters in books have been written addressing some aspects of bilingual/ESL teacher training. Many important topics emerged as growing areas of concern for IHE faculty. Due to the brevity of this paper, discussion will be limited to the following:

- Bilingual and ESL teacher resources
- BE and ESL state certification, teacher competencies, and the IHE curriculum

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- Current new curricular trends and influences of BE/ESL on general teacher education
- Assessment of teachers.

BE/ESL Teacher Resources

A brief look at statistical estimates shows that the needs in our field are staggering. For several years now there has been a national shortage of teachers in bilingual education, special education, math, and science. Of the 3.6 million limited-English-proficient (LEP) students (ages 4–18) identified in the 1978 Children's English and Services study (Waggoner 1983), only 30 percent were being served through bilingual and/or ESL instruction (Bell 1982). The rest were in sink-or-swim (submersion) mainstream classes.

The 1980–82 Teachers Language Skills Survey identified the need for 100,000 bilingual teachers if bilingual programs are implemented in schools in which LEP students from one language background are sufficiently concentrated to make such programs feasible. In 1982 there were an estimated 27,000 to 32,000 trained bilingual teachers, thus leaving 68,000 to 73,000 yet to be trained. Since 168 IHEs currently graduate approximately 2,000 to 2,600 trained bilingual teachers each year (Blatchford 1982), we have a long way to go. The Teachers Language Skills Survey also identified 103,000 teachers who were assigned to teach ESL but of whom only 40 percent had received any training in methods of teaching ESL. It was estimated that at least 350,000 teachers need specialized ESL training (O'Malley 1983; O'Malley and Waggoner 1984).

BE and ESL State Certification, Teacher Competencies, and the IHE Curriculum

As states have become increasingly aware of the need for bilingual and ESL teachers, through such factors as federal government influence, court decisions, or pressures of local minority language communities, states have passed legislation describing provisions for the schooling of LEP students and have developed accompanying state certification and/or endorsement requirements for bilingual and ESL teachers. As of 1984, 22 states had developed bilingual teacher certification, 23 had developed ESL teacher certification, while another 10 were in the process of development. Only 14 states had not begun the process of development of either ESL or bilingual teacher certification (National Clearinghouse for Bilingual Education 1984).

Certification requirements vary from state to state, and IHEs must design their curriculum in the teacher training program to meet state re-

quirements as a priority. Frequently IHE faculty are involved in the development of state requirements. I found no less than 40 published lists of various competencies for bilingual and ESL teachers. Some are published by individual faculty members to disseminate information about a particular IHE program. Some authors attempt to define competencies through bilingual teacher effectiveness studies (Clark and Milk 1983; Rodríguez 1980).

Probably the most widely disseminated lists are the Center for Applied Linguistics (CAL) guidelines for bilingual teacher certification (CAL 1974); the Teachers of English to Speakers of Other Languages (TESOL) guidelines for ESL teacher certification (TESOL 1975); and the Acosta and Blanco (1978) competencies for university programs in bilingual education. All three of these were drafted by several authors and underwent a review process. The National Association of State Directors of Teacher Education and Certification (NASDTEC) developed standards for bilingual and ESL teachers that were revised in 1984 and were designed to be a general model for state certification, based on the CAL and TESOL guidelines. Table 1 (see page 84) presents an abbreviated version of the NASDTEC competency guidelines along with suggested courses that might be offered at a university to meet each competency.

Missing from these NASDTEC specialization competencies are some important areas, such as curriculum development in BE and ESL, assessment of minority language students, and methods of teaching content areas bilingually. All of these would be covered by general education courses required of all teachers, but NASDTEC standards do not require that bilingual and ESL teachers receive specialization courses in these areas.

Here the dilemma begins for designing appropriate IHE curricula for the specializations. The more university faculty actively supervise field experiences and student teaching, the greater the perceived need for more specialized courses to adequately prepare teachers to face the special needs of students (Mohatt and Erickson 1981; Rivera and Simich 1982; Jacobson 1983). Equally strong pressure for specialized courses comes from the growing knowledge base generated by research findings on the schooling of minority language students (findings that need to be communicated to teachers in training). Yet, just as in special education, a proliferation of courses continues to be added to our specialization endorsement. While we are discussing increasing coursework for our specialization, general teacher education is getting heavy pressure to shorten the process and provide alternate routes to certification, such as the 200 hour (equal to four courses) preparation, plus one year of supervised teaching now being experimented with in New Jersey. This is minimal compared to most teacher education programs.

Table 1

NASDTEC Certification Standards (abbreviated)*

Content Standard in Bilingual/ Multicultural Education (B/M ED)	*Possible IHE Course Offerings*
1. Proficiency in L_1 and L_2, for effective teaching	Foreign language and English department courses.
2. Knowledge of history and cultures of L_1 and L_2 speakers	Cross-cultural studies, multicultural education (ME), history and civilization, literature, ethnic studies
3. Historical, philosophical, and legal bases for B/M ED and related research	Foundations of BE (or introduction to BE)
4. Organizational models for programs and classrooms in B/M ED	Foundations of BE
5. L_2 methods of teaching (including ESL methodology)	Methods of teaching a second language
6. Communication with students, parents, and others in culturally and linguistically different communities	Cross-cultural studies, ME, school/community relations
7. Differences between L_1 and L_2; language and dialect differences across geographic regions, ethnic groups, social levels	Sociolinguistics, bilingualism
Content Standards in English for Speakers of Other Languages	*Possible IHE Courses Offerings*
1. Nature of language, language varieties, structure of English language	General linguistics; English phonology, morphology, and syntax
2. Demonstrated proficiency in spoken and written English	English department courses
3. Demonstrated proficiency in a second language	Foreign language courses
4. L_1 and L_2 acquisition process	Language acquisition
5. Effects of socio-cultural variables on language learning	Language acquisition, ME, cross-cultural studies, sociolinguistics
6. Language assessment, program development, implementation, and evaluation	Language assessment, program development, and evaluation

*These are supplemental standards to the NASDTEC professional education standards required of all teachers (NASDTEC 1984).

New IHE Curricular Trends in BE/ESL

A Part C study of bilingual education teacher training programs found that state BE certification standards played a major role in determining the IHE curriculum for bilingual staff, with required courses mainly in culture, linguistics, and general issues in BE (RMC Research Corporation 1984). The NASDTEC standards also address issues in linguistics, culture, and general issues in BE and program development. We have already added curriculum development, assessment, and methods of teaching content areas bilingually to the NASDTEC list. To keep up with the latest trends, additional specializations within our field are growing rapidly—bilingual special education, computer-assisted instruction (CAI) in bilingual/ESL settings, and bilingual vocational education. Many teachers being certified for working in K-12 public school settings need at least an introduction to CAI and to some of the issues involved in bilingual special education.

Many teacher training programs are designed for bilingual and ESL teachers to receive different degrees, yet much of the coursework overlaps, and bilingual and ESL staff can benefit most from an integrated approach to training (Collier 1985). Figure 1 illustrates an idealized model that I would propose for an integrated bilingual/ESL teacher preparation program. Table 2 (see page 86) presents sample courses in an integrated training program for bilingual education/ESL teachers, incorporating all of the curricular areas described previously. The integration of bilingual and ESL teacher training is a major theme in a new textbook by Ovando and Collier (1985).

Figure 1

Integrating Bilingual and ESL Teacher Training

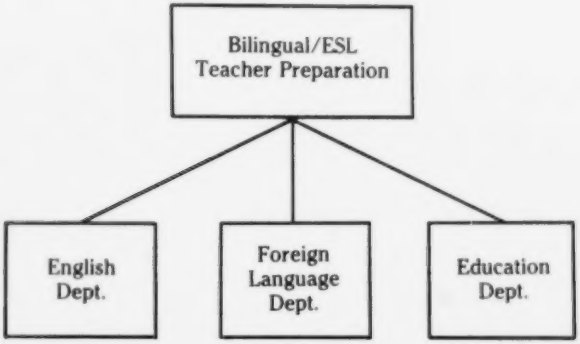

Table 2

Sample Courses in an Integrated Bilingual/ESL Teacher Preparation Program

- First and second language acquisition and bilingualism
- Teaching native language arts
- Methods of teaching a second language (e.g., ESL, SSL, VSL)
- Methods of teaching content areas, both bilingually and through the second language
- Multicultural education, including teaching the culturally and linguistically different exceptional child
- Program models, policy, school-community relations, and administrative issues in bilingual education and ESL
- The phonology, morphology, and syntax of English
- The phonology, morphology, and syntax of another language, in addition to English (for bilingual teachers)
- Assessment in bilingual/ESL settings
- Curriculum development in bilingual/ESL settings
- Reading and research in foundations of education (anthropology, sociology, history, philosophy, psychology, social psychology related to the education of minority language students)
- Use of instructional technology for teaching first and second languages and content areas

Now we are back to our dilemma. Ideally, in this integrated program bilingual/ESL professors who teach the courses come from multiple specializations and are active researchers, keeping up with the latest research findings on the schooling of minority language students. Yet we have created a specialization that is very separate from that required of mainstream teachers, many of whom also work with minority language students. These teachers also need exposure to issues and methods of working with special populations.

The bilingual/multicultural faculty at a university must find ways to infuse the mainstream teacher preparation curriculum with elements of bilingual/multicultural/ESL training. Some possible alternatives are minicourse modules taught by the bilingual/multicultural/ESL faculty in general teacher education courses and the creation of new required courses in the mainstream teacher preparation program to meet National Council for Accreditation of Teacher Education (NCATE) requirements in multicultural education and special education. Students with other lan-

guage backgrounds specializing in bilingual education also add important multilingual/multicultural content to mainstream courses through their participation in discussion, group projects, and seminars. The Part C study of bilingual teacher training programs (RMC Research Corporation 1984) found that the majority of IHE programs with specialization in BE have one-third of the coursework devoted to the specialization at the bachelors level and two-thirds at the masters level.

Assessment of Teachers

Established BE/ESL teacher competencies and IHE curricula designed to meet these competencies are not complete without appropriate assessment. No entry/exit criteria and assessment practices for IHE teacher training programs have been proposed at the federal level, but various states (e.g. California, Illinois) have taken initial steps to analyze complex issues in this important area.

For general teacher certification, the National Teacher Examination (NTE) is increasingly being used as a measure of teachers' skills in general and professional knowledge and in the content areas. For bilingual teachers, the addition of the specialization assumes some measure of proficiency in two languages, and knowledge and awareness of at least two cultures. In this paper I only have space to address very briefly a few language assessment issues.

Many IHEs assume that general university entrance requirements are satisfactory as a measure of sufficient English proficiency (e.g. the TOEFL, SAT, TSWE) for students entering the teacher preparation program. If students are provisionally admitted with a lower score on one of these tests, they are generally given remedial help through specialized ESL or English department courses, or from tutorial centers. For second language entrance assessment, bilingual program faculty usually require some combination of a commercial or noncommercial instrument (sometimes administered by the foreign language department), an informal interview, or classroom observation (Seidner 1982).

State certification requirements may determine the measure of proficiency in the two languages to be used upon exit from the teacher preparation program. Too often, a standardized measure for foreign language teaching that is not an appropriate measure for language use in a bilingual classroom is used. From research in language proficiency assessment, we know that integrated and pragmatic language tests are more complete and appropriate measures of language proficiency than discrete point tests and that valid measures should obtain an estimate of a teacher's receptive and productive language skills in the social and educational contexts in which the language will be used (Hamayan 1981; Seidner 1982; Duron 1983). Keller (1982) also questions in which language

variety (or varieties) teachers should be tested and the importance of measuring both basic interpersonal communicative skills (BICS) and cognitive-academic language proficiency (CALP) (Cummins 1979), including CALP in the content areas the teacher will be teaching. Some local measures have been developed in a few states, but much remains to be done.

In summary, university bilingual and ESL teacher training programs are maturing and expanding, but there is still much that remains to be explored and accomplished. A national survey of bilingual program faculty showed that we are relatively inexperienced, with directors averaging seven years of experience in teaching training, five years in bilingual teacher training, and five years in bilingual school teaching; and bilingual program faculty averaging five years in teacher training, two years in bilingual teacher training, and two years in bilingual public school teaching (Seidner 1982). Other measures of BE/ESL faculty involvement in active school-based research, faculty commitment to supervision of practicum experiences for students, and other important applications of research to the classroom are unknown at a national level. We are a young emerging field, but there are many highly committed bilingual/ESL professionals in higher education who are determined to institutionalize bilingual/ESL teacher training programs and who will work to strengthen the link between research and the classroom.

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